



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1625 East Frye Road, Chandler, AZ 85225

Chandler Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04 Performing
2002-03 Performing
2001-02 Maintaining

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Jim Estes
Schedule : 7:30 AM to 4:30 PM
Grades : K-6
2004 Enrollment : 803
Web Address : WW2 Chandler. k12 .az.us./
Phone Number : (480) 883-4000
Fax Number : (480) 883-4020
E-mail : estesj@chandler.k12.az.us./

Mission

Rudy G. Bologna School is dedicated to providing students the opportunity to receive a quality education. We develop programs; adopt practices and promote policies to support this goal.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü In spring 2005, 1.85 percent of third grade students will meet proficiency as measured by AIMS reading, while 2.71 percent of fifth grade students will meet proficiency as measured by AIMS reading in spring 2005.
- ü In spring 2005, 1.76 percent of third grade students will meet proficiency as measured by AIMS math, while 2.67 percent of fifth grade students will meet proficiency as measured by AIMS math in spring 2005.
- ü In spring 2005, 1.53 percent of grade three English Learners will achieve reading proficiency, or improve a minimum of 10 percent from 2004 scores, as measured by AIMS.
- ü In spring 2005, 1.43 percent of grade five English Learners will achieve reading proficiency, or improve a minimum of 10 percent from 2004 scores, as measured by AIMS.

Enrollment

October 1, 2003 School Year Student Enrollment : 805
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 85

Instructional Programs

- Ü Full-Day Kindergarten-Tuition based
- Ü On-Site Special Education
- Ü Technology Classes
- Ü Arts Integration Emphasis
- Ü Kindersteps Early K

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	5 hours 45 minutes
First Day of School :	7/27/2004
Last Day of School :	6/1/2005

Shared Responsibilities

School

Rudy Bologna School provides the following: High academic standards, fine arts opportunities, physical well-being opportunities, cultural diversity training, safe/drug-free environment, life skills learning opportunities, a positive place to learn.

Parents

Parents provide the following: Students, reinforcement of school policy, quality learning environment in the home, support for homework assignments by providing appropriate work space and encouragement, regular communication opportunities with staff.

Transportation Policy

Students who live outside a one-mile radius of the school are bused. We provide safe transportation through high expectations for quality behavior while on the bus. Students who do not follow bus procedures and rules will not be allowed to ride.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü 2004 Department of Education Arts Integration Grant	1998
Ü Wal-Mart Educator of Year Award 2001	2000
Ü District Clean School Award 1999-2000, 2001-02, 2003-04	2000
Ü Kids Voting Educator of Year Award 2001	2001

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	119	2220	75509	96	100	100	518	531	521	12	8	13	20	19	23	44	37	33	25	36	31
All Students (Prior Year)	119	2034	75372	100	98	100	529	529	523	4	7	9	20	20	25	40	39	36	35	34	30
Female	61	1107	37013	100	100	100	521	534	522	10	7	12	20	19	24	47	38	33	24	37	31
Male	58	1113	38430	92	99	99	516	528	521	14	9	14	20	20	22	41	36	33	25	35	31
African American	14	124	3660	93	98	99	511	514	496	8	11	24	15	23	31	62	40	28	15	25	18
Hispanic	42	705	30486	100	100	99	495	510	505	13	14	18	40	29	29	43	37	32	3	20	21
Asian/Pacific Islander	NC	124	1780	NC	100	98	NC	557	549	NC	4	5	NC	9	13	NC	31	33	NC	56	50
American Indian/Alaskan Native	NC	28	4075	NC	100	100	NC	509	486	NC	19	28	NC	23	34	NC	35	26	NC	23	12
White	56	1232	35192	97	99	99	531	541	534	11	5	8	11	15	19	41	37	35	37	43	39
Students with Disabilities	14	252	9708	74	100	100	508	508	489	0	15	32	43	33	27	43	29	24	14	23	17
Students without Disabilities	105	1968	65801	100	99	98	519	533	525	13	7	11	18	18	23	44	38	34	25	37	33
Limited English Proficient Students	22	259	16928	67	63	100	495	470	485	22	37	29	33	37	33	33	22	26	11	3	12
Migrant Students	NC	35	750				NC	486	499	NC	26	21	NC	35	29	NC	30	30	NC	9	20
Economically Disadvantaged	49	689	36411				512	508	503	11	15	19	26	30	29	42	35	32	21	20	20
Non-Economically Disadvantaged	70	1531	39040				522	540	534	13	5	8	16	15	19	45	38	34	27	42	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	119	2224	75492	96	100	100	516	526	519	17	8	12	16	14	16	47	50	47	21	29	24
All Students (Prior Year)	122	2040	75221	100	98	100	529	529	523	3	5	8	14	12	16	60	57	56	23	25	21
Female	61	1107	37014	100	100	100	518	531	523	14	5	10	12	12	15	51	48	48	24	35	27
Male	58	1117	38400	92	100	99	515	521	516	20	11	14	20	15	17	43	52	47	18	23	21
African American	14	124	3665	93	98	99	511	518	505	8	9	20	15	19	22	69	49	43	8	23	14
Hispanic	42	708	30438	100	100	99	499	510	508	23	14	17	23	22	21	53	49	47	0	15	15
Asian/Pacific Islander	NC	124	1773	NC	100	98	NC	536	534	NC	4	4	NC	11	10	NC	49	50	NC	37	36
American Indian/Alaskan Native	NC	28	4081	NC	100	100	NC	513	498	NC	13	25	NC	29	26	NC	42	40	NC	17	8
White	56	1233	35177	97	99	99	528	534	528	15	5	8	11	9	13	39	50	49	35	35	31
Students with Disabilities	14	254	9707	74	100	100	502	513	495	43	14	33	14	25	21	29	43	33	14	19	13
Students without Disabilities	105	1970	65785	100	99	98	517	527	522	15	7	10	16	13	16	48	50	49	21	29	26
Limited English Proficient Students	22	259	16905	67	63	100	487	477	489	22	44	34	44	36	28	33	20	32	0	0	6
Migrant Students	NC	35	763				NC	501	499	NC	17	21	NC	30	30	NC	43	40	NC	9	8
Economically Disadvantaged	49	690	36302				509	509	507	13	15	18	18	22	21	61	49	46	8	14	14
Non-Economically Disadvantaged	70	1534	39164				521	532	528	19	5	8	14	10	13	39	50	48	28	34	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	118	2206	75053	95	99	99	571	618	597	5	4	7	19	8	12	71	77	72	6	11	9
All Students (Prior Year)	115	2003	73654	97	96	99	534	540	530	2	6	9	11	10	13	84	74	70	3	10	7
Female	61	1102	36872	100	100	99	600	642	621	4	1	5	8	6	9	80	79	74	8	14	12
Male	57	1104	38109	90	98	99	541	594	573	6	7	10	29	10	14	61	75	69	4	8	6
African American	14	124	3636	93	98	99	561	597	568	0	3	12	23	10	16	77	78	67	0	9	6
Hispanic	41	694	30235	98	99	98	536	582	575	7	6	9	27	13	14	63	75	70	3	6	6
Asian/Pacific Islander	NC	124	1768	NC	100	98	NC	654	651	NC	4	3	NC	2	5	NC	79	72	NC	16	19
American Indian/Alaskan Native	NC	28	4044	NC	100	99	NC	582	550	NC	4	13	NC	13	17	NC	79	66	NC	4	4
White	56	1230	35028	97	99	99	589	635	613	6	3	6	13	6	10	72	78	73	9	13	11
Students with Disabilities	13	251	9625	68	100	100	541	555	530	0	18	21	43	18	21	57	57	55	0	7	4
Students without Disabilities	105	1955	65428	100	99	98	573	623	604	5	3	6	17	7	11	72	78	73	6	11	10
Limited English Proficient Students	21	253	16765	64	62	100	492	527	525	11	12	17	22	22	20	67	63	60	0	3	2
Migrant Students	NC	34	752				NC	543	562	NC	5	9	NC	36	18	NC	55	68	NC	5	5
Economically Disadvantaged	48	680	36077				554	580	566	5	4	10	21	13	16	71	77	69	3	5	5
Non-Economically Disadvantaged	70	1526	38950				580	633	618	5	4	5	17	6	9	70	77	73	8	13	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	100	2175	76019	100	99	100	511	510	499	10	9	14	30	33	39	17	16	14	43	42	33
All Students (Prior Year)	136	2101	76230	100	99	100	497	510	498	11	8	12	36	33	38	22	15	12	31	45	37
Female	43	1073	37207	100	99	100	511	511	499	8	7	12	33	36	41	23	17	14	36	40	33
Male	57	1099	38677	100	99	100	512	509	498	13	12	15	27	31	38	13	14	13	48	44	34
African American	NC	132	3817	NC	100	100	NC	490	475	NC	16	23	NC	43	47	NC	16	11	NC	26	18
Hispanic	35	640	29458	95	98	100	487	483	480	19	18	20	48	47	48	11	13	12	22	22	20
Asian/Pacific Islander	NC	98	1673	NC	100	99	NC	542	531	NC	4	4	NC	22	29	NC	12	14	NC	62	53
American Indian/Alaskan Native	NC	38	4735	NC	97	100	NC	485	466	NC	18	28	NC	38	49	NC	21	10	NC	24	13
White	53	1257	35880	100	99	100	526	522	515	6	5	7	19	28	32	21	17	16	54	51	45
Students with Disabilities	10	268	9786	100	100	100	538	477	457	20	26	39	20	41	40	0	7	7	60	25	13
Students without Disabilities	90	1907	66233	100	99	99	510	513	503	10	8	11	30	33	39	18	16	14	41	43	35
Limited English Proficient Students	11	220	15206	73	73	100	415	442	459	75	44	31	25	48	53	0	5	7	0	3	9
Migrant Students	NC	37	745				NC	471	473	NC	19	22	NC	63	53	NC	15	11	NC	4	15
Economically Disadvantaged	38	642	35714				493	482	480	17	19	20	37	46	47	17	11	12	30	23	20
Non-Economically Disadvantaged	62	1533	40266				521	520	513	7	6	9	26	29	33	18	17	15	49	49	43

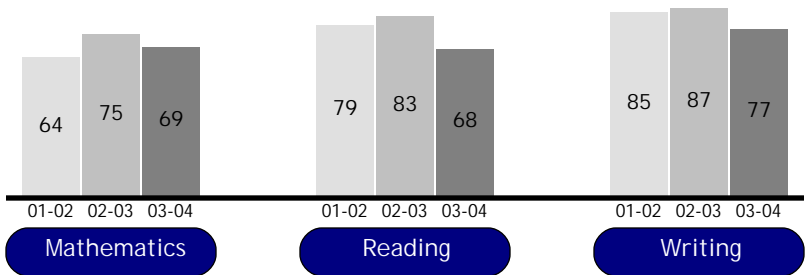
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	100	2174	76020	100	99	100	501	506	503	23	22	25	21	20	23	44	43	40	13	14	12
All Students (Prior Year)	135	2096	76202	100	99	100	503	509	505	13	13	19	27	22	24	53	52	46	7	13	11
Female	43	1073	37213	100	99	100	503	507	504	15	18	22	28	23	23	46	44	42	10	15	13
Male	57	1098	38666	100	99	100	500	504	501	29	26	29	15	18	22	42	42	38	15	14	12
African American	NC	132	3819	NC	100	100	NC	496	494	NC	29	37	NC	34	26	NC	35	31	NC	3	6
Hispanic	35	639	29442	95	98	99	491	491	494	44	45	37	22	23	26	30	27	31	4	5	6
Asian/Pacific Islander	NC	97	1672	NC	100	99	NC	521	513	NC	9	12	NC	10	19	NC	58	49	NC	24	20
American Indian/Alaskan Native	NC	38	4735	NC	97	100	NC	501	489	NC	29	48	NC	29	25	NC	35	24	NC	6	3
White	53	1258	35890	100	99	100	508	512	511	10	12	15	19	19	20	52	50	48	19	19	18
Students with Disabilities	10	268	9784	100	100	100	496	493	485	40	47	58	0	18	19	60	27	19	0	8	4
Students without Disabilities	90	1906	66236	100	99	99	502	507	504	22	20	23	22	21	23	43	44	42	13	15	13
Limited English Proficient Students	11	219	15198	73	73	100	463	472	483	100	88	59	0	7	25	0	4	14	0	0	1
Migrant Students	NC	37	743				NC	480	488	NC	73	50	NC	19	28	NC	8	19	NC	0	3
Economically Disadvantaged	38	640	35703				492	491	494	33	44	37	33	24	26	33	28	31	0	4	6
Non-Economically Disadvantaged	62	1534	40274				506	511	509	18	14	17	14	19	20	49	49	47	19	18	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	100	2165	75673	100	99	100	546	544	530	6	7	12	21	23	25	74	65	58	0	4	4
All Students (Prior Year)	128	2069	74692	97	98	99	493	514	502	16	11	18	36	24	27	46	55	47	3	10	8
Female	43	1070	37099	100	99	100	568	563	548	3	4	8	18	21	22	79	69	64	0	6	6
Male	57	1092	38441	100	99	99	528	525	513	8	10	16	23	26	29	69	61	52	0	3	3
African American	NC	131	3791	NC	100	99	NC	534	506	NC	6	18	NC	32	29	NC	57	50	NC	5	3
Hispanic	35	638	29305	95	98	99	510	507	507	11	15	16	30	30	31	59	54	51	0	1	2
Asian/Pacific Islander	NC	98	1665	NC	100	99	NC	590	573	NC	3	6	NC	14	16	NC	72	67	NC	11	10
American Indian/Alaskan Native	NC	38	4707	NC	97	100	NC	537	492	NC	3	19	NC	35	33	NC	56	46	NC	6	1
White	53	1250	35760	100	98	99	565	558	550	2	4	9	15	20	21	83	70	64	0	5	6
Students with Disabilities	10	267	9706	100	100	100	543	500	462	0	14	36	40	39	32	60	44	31	0	2	1
Students without Disabilities	90	1898	65967	100	98	99	546	548	536	6	7	10	20	22	25	74	67	60	0	5	5
Limited English Proficient Students	11	218	15115	73	72	100	382	455	471	50	27	26	50	46	38	0	25	35	0	1	1
Migrant Students	NC	37	738				NC	453	488	NC	37	23	NC	30	33	NC	33	43	NC	0	1
Economically Disadvantaged	38	637	35541				516	508	504	17	13	17	20	32	31	63	53	50	0	2	2
Non-Economically Disadvantaged	62	1528	40091				562	558	550	0	5	9	21	20	21	79	69	64	0	5	6

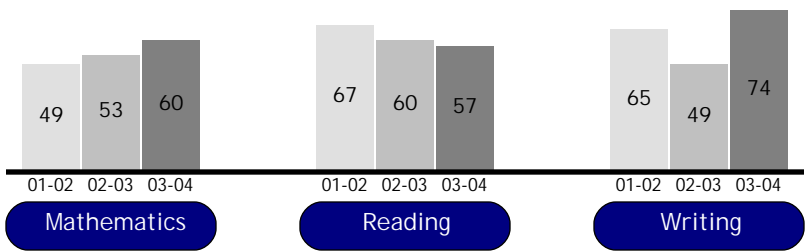
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	48	53	44	93	45	57	50	96	56	NA	58
	Language	96	48	50	39	99	44	53	43	100	48	58	50
	Mathematics	96	62	63	52	97	56	63	57	100	66	71	64
3	Reading	99	43	51	43	95	57	56	47	96	47	NA	55
	Language	99	50	57	50	97	65	63	54	96	54	66	61
	Mathematics	99	48	56	50	96	54	61	54	96	52	66	61
4	Reading	93	50	56	47	92	55	60	52	100	67	NA	56
	Language	93	48	53	45	98	51	54	48	100	58	59	52
	Mathematics	93	59	59	52	94	63	61	57	100	70	68	61
5	Reading	94	57	54	46	99	56	58	50	100	60	NA	55
	Language	94	48	50	43	99	52	54	46	100	54	56	49
	Mathematics	94	62	60	54	99	70	65	57	100	74	69	63
6	Reading	91	54	57	49	95	54	59	53	99	55	NA	56
	Language	90	51	51	42	97	43	52	45	99	47	57	48
	Mathematics	94	60	65	58	96	65	68	62	99	70	74	66

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 2 Teacher(s)
- 10 Parent(s)
- 1 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Extracurricular Activities
- Ü School Safety
- Ü Curriculum Development
- Ü Textbook Selection
- Ü Budget
- Ü Instructional Strategies

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	44.00
Other Professional Staff	13.00	Teacher Aide	15.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	3	0	0
4 to 6 years	0	4	0	0
7 to 9 years	1	8	0	0
10 or more years	1	25	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	32
Core academic classes taught by Highly Qualified (NCLB) teachers.	62
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Two Computer Labs
- Ü Full Media Center

Extracurricular Activities

- Ü Tennis/Golf/Running/Basketball
- Ü Student Council
- Ü Chorus/Acting Class
- Ü Art Classes

Social Services

- Ü Day Care with Medallion School Partners
- Ü Clothing/Food Banks
- Ü Recreational Activities
- Ü Health Services

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

ü Communicative Arts: test data analysis not available as of submission date. Complete testing data available October 15, 2004.

ü Math: test data analysis not available as of submission date. Complete testing data available October 15, 2004.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	4	2	2	2
Transfers In ⁷ (Out of District)	0	10	9	9
Promotion Rate ⁸	97	98	98	94
Retention Rate ⁹	2	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 2-3	68	50
Grades 3-4	85	82
Grades 4-5	70	79
Grades 5-6	65	72

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We provide school safety personnel; staff IDs; secure access to facility; character building activities; well-managed classrooms and a schoolwide management and crisis plan which includes monthly drills for fire and twice yearly school safety drills.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	James Estes	(480) 883-4000
Transportation Policy	James Estes	(480) 883-4000
Community Resources	Terry Locke	(480) 812-7000
School Nutrition Programs	Kathy Brown	(480) 812-7000
Parent Organization	James Estes	(480) 883-4000
Student Health/Nurse	Julie Howard	(480) 883-4000

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.